

WRITING CONTENT		
End of Primary	4th Grade	5th Grade
WR-E-1.1.00 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> • Narrowing the topic to present an idea or theme • Choosing a perspective genuine to the writer • Analyzing and addressing the needs of the intended audience • Adhering to the characteristics of the form • Applying a suitable tone • Allowing voice to emerge when appropriate DOK 4		
WR-EP-1.1.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will evaluate personal progress toward meeting goals in literacy skills</i> • <i>Students will analyze needs of the intended audience</i> • <i>Students will use a suitable tone or appropriate voice</i> 	WR-04-1.1.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will evaluate personal progress toward meeting goals in literacy skills</i> • <i>Students will analyze needs of the intended audience</i> • <i>Students will use a suitable tone or appropriate voice</i> 	WR-05-1.1.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will evaluate personal progress toward meeting goals in literacy skills</i> • <i>Students will analyze needs of the intended audience</i> • <i>Students will sustain a suitable tone or appropriate voice</i>
WR-EP-1.1.02 <i>In Personal Expressive Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate the significance of the writer's experience by focusing on life events or relationships</i> • <i>Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir)</i> • <i>Students will create a point of view</i> • <i>Students will use a suitable tone or appropriate voice</i> <i>In Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or</i> 	WR-04-1.1.02 <i>In Personal Expressive Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate the significance of the writer's experience by narrating about life events or relationships</i> • <i>Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir)</i> • <i>Students will create a point of view</i> • <i>Students will use a suitable tone or appropriate voice</i> <i>In Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or</i> 	WR-05-1.1.02 <i>In Personal Expressive Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate the significance of the writer's experience by narrating about life events or relationships</i> • <i>Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay)</i> • <i>Students will create a point of view</i> • <i>Students will sustain a suitable tone or appropriate voice</i> <i>In Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or</i>

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<p><i>showing an extraordinary perception of the ordinary</i></p> <ul style="list-style-type: none"> • <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem)</i> • <i>Students will use a suitable tone or appropriate voice</i> • <i>Students will apply a fictional perspective in literary writing when appropriate</i> 	<p><i>showing an extraordinary perception of the ordinary</i></p> <ul style="list-style-type: none"> • <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem)</i> • <i>Students will create a point of view</i> • <i>Students will use a suitable tone or appropriate voice</i> • <i>Students will apply a fictional perspective in literary writing when appropriate</i> 	<p><i>showing an extraordinary perception of the ordinary</i></p> <ul style="list-style-type: none"> • <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem)</i> • <i>Students will create a point of view</i> • <i>Students will sustain a suitable tone or appropriate voice</i> • <i>Students will apply a fictional perspective in literary writing when appropriate</i>
<p>WR-EP-1.1.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate a purpose through informing or persuading</i> • <i>Students will develop an angle</i> • <i>Students will communicate what the reader should know, do, or believe as a result of reading the piece</i> • <i>Students will apply characteristics of the selected form (e.g., letter, feature article)</i> • <i>Students will use a suitable tone</i> • <i>Students will allow voice to emerge when appropriate</i> 	<p>WR-04-1.1.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate a purpose through informing or persuading</i> • <i>Students will develop an effective angle to achieve purpose</i> • <i>Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece</i> • <i>Students will apply characteristics of the selected form (e.g., letter, feature article)</i> • <i>Students will use a suitable tone</i> • <i>Students will allow voice to emerge when appropriate</i> 	<p>WR-05-1.1.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will convey a purpose through informing, persuading, or analyzing</i> • <i>Students will develop an effective angle to achieve purpose</i> • <i>Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece</i> • <i>Students will apply characteristics of the selected form (e.g., letter, feature article)</i> • <i>Students will sustain a suitable tone</i> • <i>Students will allow voice to emerge when appropriate</i>
<p>WR-E-1.2.00 Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by</p> <ul style="list-style-type: none"> • Developing logical, justified, and suitable explanations • Developing relevant elaboration • Explaining related connections or reflections • Applying idea development strategies appropriate for the form <p>DOK 3</p>		

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DRAFT- Elementary Subject Area Core Content for Assessment- DRAFT
Assessment Contractor Version

DRAFT—September 12, 2005

<p>WR-EP-1.2.01 <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> Students will describe own literacy skills, strategies, or processes Students will explain own decisions Students will identify own strengths and areas for growth 	<p>WR-04-1.2.01 <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> Students will describe own literacy skills, strategies, or processes Students will explain own decisions Students will identify own strengths and areas for growth Students will support claims about self 	<p>WR-05-1.2.01 <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> Students will describe own literacy skills, strategies, or processes Students will explain own decisions Students will identify own strengths and areas for growth Students will support claims about self
<p>WR-EP-1.2.02 <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> Students will communicate main idea through use of literary elements appropriate to the genre <p>-Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate</p> <p>-Students will develop plot/story line appropriate to the form</p> <p>-Students will develop setting, mood, scene, image or feeling</p> <ul style="list-style-type: none"> Students will apply literary or poetic devices (e.g., simile, personification) when appropriate Students will incorporate reflection when appropriate 	<p>WR-04-1.2.02 <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> Students will communicate main idea through use of literary elements appropriate to the genre: <p>-Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate</p> <p>-Students will develop plot/story line appropriate to the form</p> <p>-Students will develop an appropriate setting, mood, scene, image or feeling</p> <ul style="list-style-type: none"> Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate Students will incorporate reflection when appropriate 	<p>WR-05-1.2.02 <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> Students will communicate main idea through use of literary elements appropriate to the genre: <p>-Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate</p> <p>-Students will develop plot/story line appropriate to the form</p> <p>-Students will develop an appropriate setting, mood, scene, image or feeling</p> <ul style="list-style-type: none"> Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate Students will incorporate reflection when appropriate
<p>WR-EP-1.2.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> Students will communicate relevant information Students will develop an angle with support (e.g., facts, examples, reasons, visuals) Students will apply research to support ideas with facts and opinions 	<p>WR-04-1.2.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> Students will communicate relevant information to clarify a specific purpose Students will develop an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals) Students will develop explanations to support 	<p>WR-05-1.2.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> Students will communicate relevant information to clarify a specific purpose Students will develop an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals) Students will develop explanations to support

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	<i>the writer's purpose</i> <ul style="list-style-type: none"> • <i>Students will apply research to support ideas with facts and opinions</i> • <i>Students will incorporate persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion)</i> 	<i>the writer's purpose</i> <ul style="list-style-type: none"> • <i>Students will apply research to support ideas with facts and opinions</i> • <i>Students will incorporate persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion)</i>
WRITING STRUCTURE		
WR-E-2.3.00 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> • Engaging the audience • Establishing a context for reading when appropriate • Communicating ideas and support in a meaningful order • Applying transitions and transitional elements to guide the reader through the piece • Developing effective closure DOK 3		
WR-EP-2.3.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in meaningful order</i> • <i>Students will use transitions or transitional elements between ideas to guide the reader</i> • <i>Students will create conclusions effectively</i> 	WR-04-2.3.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in meaningful order</i> • <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader</i> • <i>Students will create conclusions effectively</i> 	WR-05-2.3.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in meaningful order</i> • <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader</i> • <i>Students will create conclusions effectively</i>
WR-EP-2.3.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in a meaningful order</i> • <i>Students will use transitions or transitional elements between ideas to guide the reader</i> • <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape</i> 	WR-04-2.3.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in a meaningful order</i> • <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate</i> • <i>Students will apply a variety of transitions or transitional elements between ideas and</i> 	WR-05-2.3.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in a meaningful order</i> • <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate</i> • <i>Students will apply a variety of transitions or transitional elements between ideas and</i>

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<ul style="list-style-type: none"> Students will create conclusions effectively 	<p><i>details to guide the reader</i></p> <ul style="list-style-type: none"> Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape Students will create conclusions effectively 	<p><i>details to guide the reader</i></p> <ul style="list-style-type: none"> Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape Students will create conclusions effectively
<p>WR-EP-2.3.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> Students will establish a context for reading Students will apply the accepted format of the genre Students will develop text structure (e.g., problem/ solution, question/answer, description, sequence) Students will arrange ideas in a logical, meaningful order by using transitions or transitional elements between ideas and details Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate Students will create conclusions effectively 	<p>WR-04-2.3.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> Students will establish a context for reading Students will apply the accepted format of the genre Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate Students will create conclusions effectively 	<p>WR-05-2.3.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> Students will establish a context for reading Students will apply the accepted format of the genre Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate Students will create conclusions effectively
<p>WR-E-2.4.00 Sentence Structure: Students will create effective sentences by</p> <ul style="list-style-type: none"> Applying a variety of structures and lengths Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate <p>DOK 3</p>		
<p>WR-EP-2.4.01 <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> Students will develop sentences of various structures and lengths throughout the piece Students will develop complete and correct sentences 	<p>WR-04-2.4.01 <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> Students will develop sentences of various structures and lengths throughout the piece Students will develop complete sentences or apply unconventional structures when appropriate 	<p>WR-05-2.4.01 <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> Students will develop sentences of various structures and lengths throughout the piece Students will develop complete sentences or apply unconventional structures when appropriate
WR-EP-2.4.02	WR-04-2.4.02	WR-05-2.4.02

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<i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will develop sentences of various structures and lengths Students will develop complete and correct sentences Students will arrange poetic language in a meaningful order Students will use poetic line breaks effectively 	<i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will develop sentences of various structures and lengths Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate Students will arrange poetic language in a meaningful order Students will apply poetic line breaks effectively 	<i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will develop sentences of various structures and lengths Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate Students will arrange poetic language in a meaningful order Students will apply poetic line breaks effectively
WR-EP-2.4.03 <i>In Transactive Writing,</i> <ul style="list-style-type: none"> Students will develop complete sentences or apply unconventional structures when appropriate 	WR-04-2.4.03 <i>In Transactive Writing,</i> <ul style="list-style-type: none"> Students will develop complete, concise sentences or apply unconventional structures when appropriate 	WR-05-2.4.03 <i>In Transactive Writing,</i> <ul style="list-style-type: none"> Students will develop complete, concise sentences or apply unconventional structures when appropriate
WRITING CONVENTIONS		
WR-E-3.5.00 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> Applying correct grammar and usage Applying concise use of language Incorporating strong verbs, precise nouns, concrete details, and sensory details Applying language appropriate to the content, purpose, and audience DOK 2		
WR-EP-3.5.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage Students will use language concisely 	WR-04-3.5.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage Students will apply language concisely Students will incorporate language appropriate to the content, purpose, and audience 	WR-05-3.5.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage Students will apply language concisely Students will incorporate language appropriate to the content, purpose, and audience
WR-EP-3.5.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect 	WR-04-3.5.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect 	WR-05-3.5.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect

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<ul style="list-style-type: none"> • <i>Students will incorporate language based on economy or impact on the reader</i> • <i>Students will develop ideas through descriptive or figurative language</i> 	<ul style="list-style-type: none"> • <i>Students will incorporate language based on economy, precision, richness, or impact on the reader</i> • <i>Students will develop ideas through descriptive or figurative language</i> 	<ul style="list-style-type: none"> • <i>Students will incorporate language based on economy, precision, richness, or impact on the reader</i> • <i>Students will develop ideas through descriptive or figurative language</i>
<p>WR-EP-3.5.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will adhere to standard guidelines for grammar and usage</i> • <i>Students will use precise word choice</i> • <i>Students will use the specialized vocabulary of the discipline/content appropriate to the purpose and audience</i> 	<p>WR-04-3.5.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will adhere to standard guidelines for grammar and usage</i> • <i>Students will apply precise word choice</i> • <i>Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience</i> 	<p>WR-05-3.5.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will adhere to standard guidelines for grammar and usage</i> • <i>Students will apply precise word choice</i> • <i>Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience</i>

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<p>WR-E-3.6.00 Correctness: Students will communicate clearly by</p> <ul style="list-style-type: none"> • Applying correct spelling • Applying correct punctuation • Applying correct capitalization • Incorporating acceptable departure from standard correctness to enhance meaning when appropriate • Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources) <p>DOK 2</p>

WRITING PROCESS	
<p><i>WR-E-4.7.00</i> <i>Inviting Writing</i></p>	<ul style="list-style-type: none"> • <i>Selecting/Narrowing a topic</i> • <i>Connecting to content knowledge</i> • <i>Creating a connection to prior learning</i> • <i>Creating an opportunity for authentic connection to student</i>
<p><i>WR-E-4.8.00</i> <i>Prewriting</i></p>	<ul style="list-style-type: none"> • <i>Establishing a purpose and central/controlling idea or focus</i> • <i>Identifying and analyzing the audience</i> • <i>Determining the most appropriate form to meet the needs of purpose and audience</i> • <i>Generating ideas – mapping, webbing, note taking, interviewing, researching, and other writing-to-learn activities</i> • <i>Organizing ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.</i>
<p><i>WR-E-4.9.00</i> <i>Drafting</i></p>	<ul style="list-style-type: none"> • <i>Writing draft(s) for an intended audience</i> • <i>Developing topic, elaborating, exploring sentence variety and language use</i>
<p>WR-E-4.10.00 Revising (Content/Ideas)</p>	<ul style="list-style-type: none"> • Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content • <i>Conferencing with teacher or peer(s) to determine where to add, delete, rearrange, define/redefine, or elaborate content</i> • <i>Checking for accuracy of content</i> • Considering voice, tone, style, intended audience, coherence, transitions, pacing • <i>Comparing with rubric criteria and benchmark papers/models</i> • Considering effectiveness of language usage and sentences to communicate ideas

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<p><i>Revising Skills</i> <i>EP</i> <i>Idea Development</i> <i>WR-EP-4.10.04- Students will identify the topic sentence/main idea of a paragraph</i> <i>WR-EP-4.10.05- Students will select appropriate supporting details</i> <i>WR-EP-4.10.06- Students will identify extraneous material</i></p> <p><i>Organization</i> <i>WR-EP-4.10.07-Students will correct sentences that are out of chronological/sequential order</i> <i>WR-EP-4.10.08-Students will identify transitions</i> <i>WR-EP-4.10.09 Students will develop introductions and closures for writing</i></p> <p><i>Word Choice</i> <i>WR-EP-4.10.10-Students will eliminate redundant words</i> <i>WR-EP-4.10.11-Students will choose the most specific word for use in a sentence</i></p>	<p><i>04</i> <i>Idea Development</i> <i>WR-04-4.10.04-Students will identify the topic sentence/main idea of a paragraph</i> <i>WR-04-4.10.05-Students will select appropriate supporting details</i> <i>WR-04-4.10.06-Students will identify extraneous material</i></p> <p><i>Organization</i> <i>WR-04-4.10.07-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position</i> <i>WR-04-4.10.08-Students will identify the most effective transitions</i> <i>WR-04-4.10.09 Students will develop effective introductions and closures for writing</i></p> <p><i>Word Choice</i> <i>WR-04-4.10.10-Students will eliminate redundant words and phrases</i> <i>WR-04-4.10.11-Students will choose the most specific word for use in a sentence</i></p>	<p>05 Idea Development WR-05-4.10.04-Students will identify the topic sentence/main idea of a paragraph DOK 2 WR-05-4.10.05-Students will select appropriate supporting details DOK 2 WR-05-4.10.06-Students will identify extraneous material DOK 2</p> <p>Organization WR-05-4.10.07-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position DOK 2 WR-05-4.10.08-Students will identify the most effective transitions DOK 2 WR-05-4.10.09 Students will develop effective introductions and closures for writing DOK 2</p> <p>Word Choice WR-05-4.10.10-Students will eliminate redundant words and phrases DOK 2 WR-05-4.10.11-Students will choose the most specific word for use in a sentence DOK 2</p>
<p>WR-E-4.11.00 Editing (Conventions and Mechanics)</p>	<ul style="list-style-type: none"> • Checking for correctness <ul style="list-style-type: none"> • Language usage • Sentence structure • Spelling • Capitalization • Punctuation • Documentation of sources • Using resources to support editing (e.g., spellcheck, dictionaries, thesauri, handbooks) 	

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<p><i>Editing Skills</i></p> <p><i>Language Usage</i> <i>WR-EP-4.11.12-Students will apply knowledge of subject/verb agreement with both singular and plural subjects</i> <i>WR-EP-4.11.13-Students will apply knowledge of present and past verb tenses</i> <i>WR-EP-4.11.14-Students will apply knowledge of comparative and superlative forms of adjectives and adverbs</i> <i>WR-EP-4.11.15-Students will apply knowledge of special problems in usage(i.e., a, an, to, two, too, their, there, they're) and pronoun reference with subjective</i></p> <p><i>Sentence Structure</i> <i>WR-EP-4.11.16-Students will correct run-on sentences</i> <i>WR-EP-4.11.17-Students will correct sentence fragments</i></p> <p><i>Spelling</i> <i>WR-EP-4.11.18-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words</i> <i>WR-EP-4.11.19-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words</i> <i>WR-EP-4.11.20-Student will apply knowledge of spelling patterns, generalizations, and rules to contractions</i> <i>WR-EP-4.11.21-Students will apply knowledge of spelling patterns, generalizations and rules</i></p>	<p><i>Language Usage</i> <i>WR-04-4.11.12- Students will apply knowledge of subject/verb agreement with both singular and plural subjects</i> <i>WR-04-4.11.13- Students will apply knowledge of present and past verb tenses</i> <i>WR-04-4.11.14- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs</i> <i>WR-04-4.11.15- Students will apply knowledge of special problems in usage (i.e., a, an, to, two, too, their, there, they're) and pronoun reference with subjective</i></p> <p><i>Sentence Structure</i> <i>WR-04-4.11.16-Students will correct sentences that are run-ons or awkward</i> <i>WR-04-4.11.17-Students will correct sentence fragments</i> <i>WR-04-4.11.18-Students will combine short, choppy sentences effectively</i></p> <p><i>Spelling</i> <i>WR-04-4.11.19-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words</i> <i>WR-04-4.11.20-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words</i> <i>WR-04-4.11.21-Student will apply knowledge of spelling patterns, generalizations, and rules to contractions</i> <i>WR-04-4.11.22-Students will apply knowledge of spelling patterns, generalizations and rules to</i></p>	<p>Language Usage WR-05-4.11.12-Students will apply knowledge of subject/verb agreement with both singular and plural subjects DOK 1 WR-05-4.11.13- Students will apply knowledge of present and past verb tenses DOK 1 WR-05-4.11.14- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs DOK 1 WR-05-4.11.15- Students will apply knowledge of special problems in usage (i.e., a, an, to, two, too, their, there, they're) and pronoun reference with subjective DOK 1</p> <p>Sentence Structure WR-05-4.11.16-Students will correct sentences that are run-ons or awkward DOK 1 WR-05-4.11.17-Students will correct sentence fragments DOK 1 WR-05-4.11.18-Students will combine short, choppy sentences effectively DOK 2</p> <p>Spelling WR-05-4.11.19-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words DOK 1 WR-05-4.11.20-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words DOK 1 WR-05-4.11.21-Student will apply knowledge of spelling patterns, generalizations, and rules to contractions DOK 1 WR-05-4.11.22-Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings DOK1</p>
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(i.e. - only assessed items)

(e.g. - suggestions not a comprehensive list)

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<p><i>to change verb endings</i></p> <p>Capitalization <i>WR-EP-4.11.22-Students will capitalize proper nouns, days, months</i> <i>WR-EP-4.11.23-Students will capitalize the beginning of sentences</i> <i>WR-EP-4.11.24-Students will capitalize the pronoun “I”</i></p> <p>Punctuation <i>WR-EP-4.11.25-Students will punctuate correctly nearly all of the time declarative, exclamatory, interrogative and imperative sentences</i> <i>WR-EP-4.11.26-Students will approximate the use of commas in a series, in a date, in a compound sentence, and in the greeting and closing of a letter</i> <i>W-EP-4.11.27-Students will approximate the use of beginning and ending quotation marks in dialogue</i></p> <p>Documentation <i>WR-EP-4.11.28-Students will identify the need for documentation</i></p>	<p><i>change verb endings</i></p> <p>Capitalization <i>WR-04-4.11.23-Students will capitalize proper nouns, days, months</i> <i>WR-04-4.11.24-Students will capitalize the beginning of sentences</i> <i>WR-04-4.11.25-Students will capitalize the pronoun “I”</i></p> <p>Punctuation <i>WR-04-4.11.26-Students will punctuate correctly declarative, exclamatory, interrogative and imperative sentences</i> <i>WR-04-4.11.27-Students will use commas in a series, in a date, in a compound sentence, and in the greeting and closing of a letter</i> <i>WR-04-4.11.28-Students will use beginning and ending quotation marks in dialogue</i></p> <p>Documentation <i>WR-04-4.11.29-Students will document use of sources</i></p>	<p>Capitalization WR-05-4.11.23-Students will capitalize proper nouns, days, months DOK 1 WR-05-4.11.24-Students will capitalize the beginning of sentences DOK 1 WR-05-4.11.25-Students will capitalize the pronoun “I” DOK 1</p> <p>Punctuation WR-05-4.11.26-Students will punctuate correctly declarative, exclamatory, interrogative and imperative sentences DOK 1 WR-05-4.11.27-Students will use commas in a series, in a date, in a compound sentence, and in the greeting and closing of a letter DOK 1 WR-05-4.11.28-Students will use beginning and ending quotation marks in dialogue DOK 1</p> <p>Documentation WR-05-4.11.29-Students will document use of sources DOK 2</p>
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(i.e. - only assessed items)

(e.g. - suggestions not a comprehensive list)

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<i>WR-E-4.12.00</i> <i>Publishing</i>	<ul style="list-style-type: none">• <i>Sharing final piece with intended audience</i>
<i>WR-E-4.13.00</i> <i>Reflecting</i>	<ul style="list-style-type: none">• <i>Reflecting upon</i><ul style="list-style-type: none">• <i>Goals as a writer</i>• <i>Progress and growth as a writer</i>• <i>Who or what has influenced progress and growth</i>• <i>Approaches used when composing</i>

(i.e. - only assessed items)

(e.g. - suggestions not a comprehensive list)

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